

The Arts: Visual Arts - Above satisfactory - Foundation to Year 2

Portfolio summary

This portfolio of student work shows that the student can analyse and respond to artworks they have made or viewed (WS1, WS2) and experiment with different materials and techniques to create artworks that communicate meaning (WS2).

Art response: *Leaving home*

Sample summary

Students engaged in responding to the subject matter and narrative in Aboriginal Nyoongar artist Laurel Nannup's woodcut print, *Leaving home*. They were also required to analyse elements such as shape, the artist's choice to exclude colour, and the technique of printmaking. The artist's context of her grandmother's forced removal from her family was effectively covered as part of section 2 through the reading of the narrative that accompanies the artwork in a picture book.

Achievement standard

Subject

Learning Area

By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.


Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

Response

Sharing Stories - Section 1

9. What is the narrative (story) of this artwork?

1 I think they are friends and there are going some where. It is sad because there are clouds



1. Who is the artist? Laurel Nannup
 2. What is the name of artwork? Leaving Home
 3. When was the artwork created? 2001
 4. What has the artist used to make this artwork? woodcut, ink on paper
 5. What is the size of the artwork? 602 x 600 mm

8. Why is this artwork in black and white?

3 Because it's made of woodcut, ink on paper, the ink was black and paper white

6. Draw two shapes you can see in the artwork

2

7. Draw the parts of the artwork that the artist is using to tell a story.

4

Laurel Nannup
 Leaving Home
 2001
 Woodcut: ink on paper
 602 x 600 mm

Annotations

1 Annotation 1
 Responds in a clear and empathetic way to a narrative about children and their relationship and recognises the role of the clouds communicating mood

2 Annotation 2
 Identifies elements of shape in the artwork in organic and geometric responses


3 Annotation 3
 Understands that the artist chose to use black ink and white paper in a woodcut printing process to create a black and white artwork

4 Annotation 4
 Draws the key parts of the story from the artwork

Sharing Stories - Section 2

Why is there a black car in Laurel's story?

1 because the kids taking from their parents to the wandering mission



Where is the car going?

2

How would you feel, if this was your Grandma's story? Why?

2 sad, sorry because she won't see her parents.

Teacher to read - excerpt from A Story to Tell Copyright Laurel Nannup 2006, UWA
 The Big Black Car
 One day Mum asked us if we would like to go to Wandering Mission. Being only a small person,

Annotations

1 Annotation 1
 Links the artist's personal and social context to the artwork with accuracy and understanding

2 Annotation 2
 Responds with empathy and understanding to the grandmother's story in the artwork through a clear written response and descriptive drawing

Sharing stories: Picture book

Sample summary

Students were engaged in a unit about illustrating personal stories. They explored a range of painting and drawing techniques, as well as processes and materials to develop their understanding of illustrating storybooks. The processes included printmaking (stamp printing with potatoes and relief printing with styrofoam) and sequencing images and written text to tell a story. Students practised observational drawing (graphite pencils) of themselves and their family and friends.

The students created a concertina picture book by selecting their preferred work and considering adjustments to existing work, using an art enquiry activity (giving reasons for choices). Finally, they shared their illustrated story work with an audience (class peers).

Achievement standard

Subject

Learning Area

By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented.

Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.

Concertina slideshow



Art inquiry

Look at your art inquiry so far,
Your story has **characters, setting and an important event**

	Characters	★ like the bright colours
	Setting	★ I wish I had better colouring in skills. 1
	Important event	★ I wish I had bright colour. ★ I like the cake more people. ★ I like the cake more people.

Which medium - pencils, .textas, .aquarelles or tempera paint? did you like best? Paint 2

Which medium was best for the background of the artwork? Why? because they are bright

Which medium was best for the small things in your artwork? Why? Paint because the brushes are thick aquarelles because they are small in size.

Annotations

- 1 **Annotation 1**
Views and responds thoroughly to personal artwork
- 2 **Annotation 2**
Reflects on a preference for tempera paint

Concertina book video



VA F2 WS2 AB A3



Watch later



Share

